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ABSTRACT

Eighteen war/peace curriculum units were selected for secondary students for this resource collection of course descriptions. The objective of the guide is to suggest courses dealing with the overall war/peace issues ranging in scope from the ethnics of war to world peace and from national to international conflicts. Considerable emphasis is placed upon international organizations and law and their ability to maintain world order. Teaching techniques mentioned for the various units include role playing, discussion techniques, case studies and readings. The works, listed by title of unit, contain information on title, publisher, and cost of units along with a course description abstract providing information on major topic emphasis, difficulty of material, objective of the unit, and teaching technique. (SJM)

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SELECTED WAR/PEACE CURRICULUM UNITS

AVAILABLE FOR HIGH SCHOOL LEVEL TEACHING

ANNOTATED BY THE

DIABLO VALLEY EDUCATION PROJECT

50 Vashell Way
Orinda, California

June 1971

* ORGANIZATIONS AMONG NATIONS: THE SEARCH FOR WORLD ORDER, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit looks at international organizations such as the League of Nations, the United Nations, the Organization of American States as examples of organizations designed to maintain international peace. Students are lead to investigate the role of international organizations in limiting violence among nations. The global solutions approach is compared and contrasted with the functional regional approach. The question of nations sharing their sovereignty is also raised.

A well done unit suitable for high school use. The inclusion of a role playing game greatly relieves the stress of an otherwise discussion-only unit. The questions and comparisons throughout the unit are very good for stimulating discussion and understanding.

* THE LIMITS OF WAR: NATIONAL POLICY AND WORLD CONSCIENCE, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit begins with an historical look at the attempts of man to limit warfare. An intriguing section then focuses on the Nuremberg trials, presenting in a very convincing manner both the prosecution and the defense positions. Excellent questions are provided to allow and encourage students to deal thoughtfully with a range of serious questions. A third section deals with the atomic bombing of Hiroshima. This section is likewise followed by penetrating questions. The last section posits a crisis in the year 1981. A scenario is described and the students are then asked to formulate United States policy to resolve this conflict in which the probability of nuclear war is very high.

This is an excellent unit on the ethics of war and on attempts to set the limits or 'rules' of war. While some of the arguments are complex, the prose is not difficult and the average high school student should be able to handle it. The questions are excellent, but the teacher may want to select only some of them to illustrate his main concern, while leaving out others so as not to overtax the students and cloud the issue.

* DIPLOMACY AND INTERNATIONAL LAW: ALTERNATIVES TO WAR, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

Efforts to maintain peace in the world still rest heavily on traditional diplomacy among individual nations, or on respect for treaties, or on willingness to submit disputes to international law for settlement. This unit helps the student evaluate these instruments. He will seek to understand to what extent we can rely on these means for keeping the peace and under what conditions they are most likely to succeed or fail. Case studies include the colonization of Africa, South Africa's control and policy of apartheid, the Common Market, the Panama Canal, the Cuban missile crisis and Gandhian non-violence in India.

This is a good unit in that it allows the student to see a wide range of types of international conflicts and leads him to consider the alternatives and consequences inherent in each. While this unit is recommended highly, it is hoped that the teacher will supplement it with a more precise consideration of the value choices involved in these crises. Value questions are raised, but they are not done in such a manner as to lead students to consider the ultimate or root values upon which a position or a decision rests.

* REVOLUTION AND WORLD POLITICS: THE SEARCH FOR NATIONAL INDEPENDENCE, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit presents case studies of revolutions in Cuba, Hungary and Vietnam. The central questions raised are 1) the justification of revolution and 2) the justification for outside intervention of another country in a revolution. At the end a futuristic narrative is presented which concerns the peril of Israel and the response of the U.S. This scenario is left openended so that students can weigh the alternatives and make their own decisions on the most appropriate action.

The readings should not present problems for eleventh and twelfth graders. Questions are included at the end of each section of the unit and are very useful. The teacher may want to select only some of the questions for discussion so as to focus on the main point he is attempting to teach.

* THE AMERICAN REVOLUTION: CRISIS IN LAW AND CHANGE, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

Within the context of the American War of Independence this unit discusses the recurring problems of the establishment of governmental authority and the question of to what extent and in what ways the people may rightfully challenge that authority. The issues in the revolution are presented in such a way that there are no obviously clear rights or wrongs in any situation. Through this treatment, more objective than patriotic, the student will have to face for himself the hard questions which faced the colonialists, and he will most likely emerge much enriched.

This unit has some very good examples of how values can be treated in the classroom. Two exercises are especially useful (pages 15 and 52). These could serve as models for the creative teacher who would want to apply these general ideas to other subject matter. One drawback to this unit is that there is not an adequate treatment of alternative strategies which the colonists might have used, or which the British might have used to prevent a violent revolution.

* NAZI GERMANY: SOCIAL FORCES AND PERSONAL RESPONSIBILITY, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit deals with some aspects of the rise and fall of Nazism in Germany between 1918 and 1945. Most readings are from journals or books written by participants and eyewitnesses. Good discussion questions are included at the end of each section. Perhaps even more important are the sections called "persisting questions of history." These sections raise questions from the text material in such a way as to relate it to contemporary life. Such questions cause the student to see the 'relevancy' of historical materials and to think reflectively about his own position on matters important to his life now and in the future.

This unit is suitable for high school use but may require some additional background on World War II. Value questions are raised pertaining to political techniques, legitimate government and individual responsibility versus responsibility to the state.

* THE CIVIL WAR: CRISIS IN FEDERALISM, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

The cases in this unit show the moral and political extremes adopted by the slaveholders and Abolitionists, Unionists and secessionists, and draft objectors. Modern analogy cases dealing with Huey Newton and the Watts Riot help develop further the questions of uniform national policy or pluralism, the meanings of separatism and secession, and the limits of dissent and deliberate violation of laws that some groups call unjust.

Excellent discussion questions are provided to lead students to consider the moral and value questions as well as practical policy alternatives. Other questions and the analogy cases challenge the student to apply insights gained from historical examples to the complex problems currently being faced in this country.

* TWENTIETH CENTURY RUSSIA: AGENTS OF THE REVOLUTION, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit is ostensibly a unit on the Russian Revolution. However, it is also a unit about the process of revolution in modern societies. The emphasis is on the role of the individual in efforts to change a peasant society into a modern industrial state. Cases examined deal with the Narodniki in pre-revolutionary times, experiences of the violent revolutionary, conflict between peasant and official during collectivization, and the subtle pressures by which an ordinary student can become a secret police agent.

This unit would help students understand the Russian Revolution and empathise with its goals while at the same time recognizing its limitations. Value and political questions are raised and are treated as continuing problems of history which we must all form some judgment on.

* COLONIAL KENYA: CULTURES IN CONFLICT, Donald W. Oliver and Fred M. Newmann

American Education Publications
Education Center, Columbus, Ohio 43216

30¢ per book in sets of ten or more with teacher's guide

This unit ostensibly deals with the British colonization of Kenya. It also raises the persisting problems of modern life such as the meaning of 'progress' and the right of one group to force its ideas on others, the question of superiority of cultures, the problem of western ideas of law confronting cultures where this conception is foreign, selective application of the law, justification of rebellion and violent revolution.

The questions at the end of each section are very helpful in clarifying the issues and relating them to contemporary problems. The readings and questions raise important value questions regarding authority and obligation, international relations and the use of violence. While no position is taken or implied, the questions are well suited to get the student to discover and evaluate his own values.

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* A highly recommended companion volume is "Taking a Stand" from this same series. "Taking a Stand" is an invaluable aid in teaching students how to conduct the fruitful discussions which are essential to these units.

HIROSHIMA: A STUDY IN SCIENCE, POLITICS, AND THE ETHICS OF WAR, Jonathan Harris

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with teacher's guide: $6.00.

This investigation into the atomic bombing of Hiroshima is divided into five sections: 1) the Apparent Choice: Japanese Lives vs. American Lives; 2) Was it a Military Decision?; 3) The Agony of the Atomic Scientists; 4) Was it the product of Diplomatic Blunder - or of Diplomatic Calculation?; 5) Was it a Morally Defensible Act?

Excerpts from primary sources make up most of the content samples. The student's text is devoid of any questions to stimulate or pose problems. This deficiency is rectified somewhat by the 19 page teacher's guide. Although the moral question with regard to the atomic bombing of Hiroshima is raised, it is not treated adequately in relation to the real threats posed by the continuance of the war at that time.

COLLECTIVE SECURITY IN THE 1930's: THE FAILURE OF MEN OR THE FAILURE OF A PRINCIPLE?, George Cohan

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with a teacher's guide: $6.00.

The principle of collective security has guided world peace keeping efforts since the end of World War I. This unit is an attempt to assess the merits and shortcomings of this principle. Content samples used are the Manchurian Crisis of 1931-33 and the Ethiopian Crisis of 1935-36. Primary sources are used throughout. It is unfortunate that the authors did not place more emphasis on the underlying value positions inherent in policy decisions made in these crises, and also that there is no discussion of alternative programs of action. This unit is perhaps the most difficult in this series of units, none of which are noted for their simplicity. However, if a class is capable of handling this material it would be very valuable.

WHAT HAPPENED ON LEXINGTON GREEN?: AN INQUIRY INTO THE NATURE AND METHODS OF HISTORY, Peter S. Bennett

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with teacher's guide: $6.00.

The question "Who fired the first shot in the American war of independence?" is the source of an historical investigation from primary sources which leads students to consider the problems of historical 'fact' and interpretation. Heavy reliance is placed on original sources. This is a good treatment of the methodology of historical inquiry, however it may be beyond the conceptual ability or interest of the average high school student. It raises very difficult but essential philosophical problems which one must ultimately face in dealing with historical data. It is the opinion of the authors that the sooner the student faces these problems the better.

COMMUNISM IN AMERICA: LIBERTY AND SECURITY IN CONFLICT, Gary G. Baker

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with teacher's guide: $6.00.

One of the major problems posed in this unit is whether Communists in the United States should have the same liberty as other American citizens. The period covered is from 1917 to the present. Right wing extremist groups are also considered as they relate to the problem raised above. The unit assumes at least a rudimentary understanding of communism, socialism, and capitalism. While the unit does not push one particular line of thought on how to treat the communist threat, or other subversive groups, it does represent a broad spectrum of opinion on the question. And while the underlying value conflicts are not treated explicitly, they are just under the surface and, one expects, would surface very quickly in a discussion of any of the questions raised in the teacher's guide. As with others in this series much use is made of primary sources in the student readings.

KOREA AND THE LIMITS OF LIMITED WAR, Edmund Traverso

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with teacher's guide: $6.00.

The limited war concept has been connected with the policy of containment which the U. S. has generally followed since the start of the cold war in the late 1940's. This unit treats the Korean war and poses clearly the alternatives of limited as against unlimited war. The unit urges students to find their own answers to the use of limited war and to judge policies offered in response to such situations as Vietnam. It seeks to develop in students an appreciation of the problems involved in making and sustaining foreign policy. The unit lacks however, as do most in this series, a good discussion of alternatives to war in accomplishing foreign policy objectives. The student may well be given the impression that war in some form is inevitable, the only decision is whether it is more effective to wage it in a limited or unlimited fashion.

FREEDOM AND AUTHORITY IN PURITAN NEW ENGLAND, Allen Guttman

Addison-Wesley Publishing Company
Menlo Park, California

Set of five student booklets with teacher's guide: $6.00.

This unit focusing on the Puritans and Pilgrims helps students understand the origins of our culture and is relevant particularly with regard to the problem of freedom and authority. The puritans are associated both with freedom and repression. They came seeking freedom, but were frequently intolerant of allowing others the freedom to seek alternative life styles. Two case studies are used. The first is the controversy between the profane Thomas Morton and the pilgrims of Plymouth Plantation. Morton's censure for being too worldly is opposed to the pilgrim's own attempt to secure freedom. The second controversy is between Roger Williams and leaders of the Massachusetts Bay colony.

The entire text consists of primary sources with short introductions arranged in an orderly sequence. Primary sources however, still tend to be overpowering for many students. The lack of questions or any exercises for the students to undertake place a heavier burden on the teacher who wishes to use this unit. It will prove most useful to the teacher who has a clear intention and can supplement these materials with creative student exercises. Some suggestions are given in the teacher's guide for this unit.

ATHENS AND SPARTA IN CONFRONTATION, Marjorie Walters, Editor

Education Development Center, Inc.
Social Studies Curriculum Program,
115 Mifflin Place, Cambridge, Massachusetts 02138

Classroom set for 36 students with teacher's guide and record: $85.00.

The classic confrontation between Athens and Sparta in the Peloponnesian War is the single focus of this unit. The treatment is directed to two basic questions: 1)"Is war inevitable?", and 2)"To what degree does war transform Society?". The unit begins with an attempt to understand the common Greek legacy as found in the Homeric epics. It then examines the principal characteristics of both Athens and Sparta, especially their distinct life styles and value systems. The sections on the war itself stress such things as the options open to both Athens and Sparta in fighting the war, sources of authority, moral dilemmas of war, effects of leadership, and the effects of the war in the long term life of the states and the individuals in them. In addition to reading and discussion, this unit makes use of role-playing, and numerous maps and charts.

A very detailed teacher's guide is included which outlines and organizes the unit and which also suggests teaching strategies. The teacher using this unit would probably want to place more emphasis on alternative methods of resolving the conflicts between Athens and Sparta than this unit provides. Also, although this unit does attempt to treat the value issues raised, more detailed strategy and questioning suggestions would have been helpful.

POLITICAL SYSTEMS, Byron G. Massialas and Jack Zevin

Rand McNally and Company,
School Division, Box 7600, Chicago,
Illinois 60680

Student edition: $1.60; teacher's guide: $1.60.

This is a directed inquiry unit which encourages students to understand, classify, analyze and make judgments about various political systems. One especially intriguing section deals with the formation of value judgments about political systems. A five point list is offered to students as an aid to providing a reasonable defense of value judgments. This might well be used as the first unit in a more detailed or complicated study in international relations because of its basic uncomplicated format.

WORLD ORDER, Byron G. Massialas and Jack Zevin

Rand McNally and Company
School Division, Box 7600, Chicago,
Illinois 60680

Student edition: $1.60; teacher's guide: $1.60.

World Order is a unit concerned with ways of achieving and maintaining a world without war. Students study three conflicts which have been resolved without recourse to war by such means as negotiation and mediation by a third party. These conflicts are 1) the dispute between Italy and Yugoslavia over control of Trieste, 2) the conflict between India and Pakistan over Kashmir, and 3) United Nations intervention in the Congo. Various models of the world for the year 2000 are presented for student analysis. Students are asked to decide how various crises might be resolved under each model. Following this is a section which raises questions of value with regard to the question, "How can nuclear destruction be prevented?". This is a good basic introductory unit on world order which could be supplemented for an in-depth treatment of any particular area.

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